

AN EVALUATION OF FUNDAMENTAL ENGLISH COURSES: A SCRUTINY OF THEIR EFFECTIVENESS AT AN ENGINEERING UNIVERSITY, BANGLADESH

FATEMA SULTANA^{1*}, NAHIDA SULTANA² & DR. AKM ZAKARIA³

¹Assistant Professor, Department of Humanities and Social Sciences, Dhaka university of Engineering and Technology,
Gazipur, Bangladesh

²Lecturer, Department of Humanities, Chittagong university of Engineering and Technology, Bangladesh

³ Professor, Department of Humanities and Social Sciences, Dhaka university of Engineering and Technology,
Gazipur, Bangladesh

ABSTRACT

An evaluation process scrutinizes the effectiveness, suitability, and the lacking of any program that has become a catchword in the ELT world, especially in the context of teaching and learning the English language. This paper aims to look deep into the effectiveness of fundamental English language courses offered for the diploma engineering learners at a public engineering university in Bangladesh keeping in mind the needs of the students. The subjects of this research were 135 randomly selected undergraduate engineering students and four ELT teachers working in the same institution. A mixed method approach, both qualitative and quantitative, was adopted in this study. For this purpose, the study used a questionnaire, a semi-structured interview, and a focus group discussion. The evaluation process is conducted based on five areas: the effectiveness of the English courses, the contents and teaching criteria, the study and learning context, the resources and administration and finally the feedback and assessment criteria. The findings of the study revealed that the students felt an ardent need for the English courses. Besides, the present ESP syllabus does not adequately cater to their perceived needs as the number and duration of the English classes are limited in scope and it only focuses on the structural aspect of language neglecting the functional one. Moreover, prescribes textbooks, various instructional methods including multimedia, formative assessments, and written feedback are hardly practiced and ensured to make the learners proficient in communicative skills. Therefore, the study suggests that the existing English courses need to be updated and modified to suit the purpose of the engineering students.

KEYWORDS: ELT, ESP, Curriculum, Syllabus, Foundation Course (FC) & Evaluation

Received: Apr 23, 2018; **Accepted:** May 13, 2019; **Published:** Jun 01, 2019; **Paper Id.:** IJELJUN20195

INTRODUCTION

Globalization has directly influenced the engineers to learn a common code to become global engineers and English has earned the title of this code (Riemer, 2002). In this respect, Pritchard & Nasr (2004) emphasize that “English is of particular importance and an effective means for engineering and science students for enabling those students to become familiar with professional texts written in English” (as cited in Dahbi, 2017, p.426). In addition, engineering students have to deal with enormous amount of lectures, research papers, labs and projects in English and they have to use it in the workplace to coordinate with their colleagues (Patil, 2014). Henceforth, integrating English for the engineering students as the foundation course helps them to perform both their oral and written communication effectively at their academic and workplaces (Pendergrass et al., 2001). Thus, learning

English as an ESP fundamental course for the Bangladeshi diploma engineering learners is of great importance to focus on their perceived and valued needs.

Unfortunately, it has already been noticed that the lack of facilities in the institutions and traditional method of teaching lead to the lack of progress in learning new skills (Clement & Murugavel, 2015) as well as skill distribution in the curriculum is not properly weighted according to the needs of the students (Midoul, 2013). This practice made the students demotivated to learn their ESP courses leading to the unsatisfactory performance in their academic and prospective career. On this point, a systematic procedure is supposed to be enacted to prioritize the students' identified need and improve a program as well as allocated resources (Altschuld and Witkin 1995, p.20 as cited in Fletcher et al., 2015). Not only that, the needs of the learners should also be evaluated continually to ensure higher education as the needs of the learners might change in the course of time (Qasemi, 2015). Above all, the effective implementation of evaluation systems (learners' needs, contents, teaching materials, pedagogic context, methodologies and approaches, and means of assessment) can assure the quality of higher education (Yang and Nie, 2010) and easily aid the learners to pursue their goals (Lei and Cai, 2005). Therefore, this paper aims to evaluate the effectiveness of the English foundation courses (FC) that are offered for the diploma engineering students at their first and second academic year at a public engineering university, Bangladesh. The findings will be helpful to focus on their expected needs, include different methods and approaches to teaching L2 as FC courses, and finally, ensure a need-based curriculum for the diploma engineering learners.

Statement of the Problem

Engineering students require the English language to meet their specific needs such as writing research papers, lab reports, projects as well as to communicate with peers and colleagues both in an academic and professional setting on various relevant engineering issues. However, the existing English language courses in the proposed research site seemed failed to cater their required needs as their English language proficiency in academic sectors appears not up to scratch. Hence, this paper is an attempt to integrate their academic and professional needs through needs assessment and evaluation procedure.

Research Questions

This study intends to investigate three research questions. It tries to answer why the engineering students feel an ardent need to learn the fundamental English courses. The study further looks into the learners' perception of their FC courses and finally, the extent to which the prevalent FC courses cater to the needs of the students.

LITERATURE REVIEW

In order to evaluate the fundamental English courses designed for the diploma engineering learners, Bangladesh, it is required to examine what other researchers have told about the evaluation processes to improve teaching-learning situation in relation to this current study.

Evaluation is the systematic collection and analysis of all relevant information that promotes the development of any specific curriculum and assesses its efficiency as well as the participants' attitudes within a context of a particular institution (Brown 1989, as cited in Roberts. J and Weir. C, p.4). It also provides information for the future classroom practice, the planning of courses, and the management of classroom activities and students (Rea-Dickins, P and Germaine. K, 1992, p.3). Above all, an evaluation process directly improves overall teaching-learning quality (Wolfer and Johnson,

2003; Ma, 2003). Consequently, this tool is widely used to assess the effectiveness of teachers, materials, courses, syllabuses, and curriculum, etc.

Generally, the engineering students need the English language proficiency in order to understand, coordinate and accomplish their projects, reports, graphs, and lectures successfully and to communicate with various people from the different part of the world (Herve, 2009). Though they need it for academic purposes, future jobs, and to communicate with the outward worlds (Ibrahim, 2016), most of the students really lacked a needs-based syllabus (Chostelidou, 2010) to meet their goals. Therefore, quality assessments and evaluation need be enacted to reaffirm the advancement of engineering education and to cater to their needs (Olds, Moskal & Miller, 2005) as a need-based and effective English language and training course enhances an engineering student's communication skills"(Riemer, 2002).

Notwithstanding, as the learners' attitudes within a teaching-learning context are important in evaluating any program, Singh (2014) conducted an experiment to know the learners' perception of the English language proficiency courses taught at tertiary level in a Malaysian university. The study found that they hold a positive attitude towards the English language courses and highly encouraged and intrinsically motivated to learn for their professional requirement. As well, the findings revealed that students expected technology-based classroom and the use of diverse materials and encouragement from their teachers to improve their skills in English. Correspondingly, Hatam & Shafiei (2012) experimented on the learners' attitudes of the effectiveness of ESP courses in enhancing technical translation proficiency. They explored that most of the technical terms of Mechanics were in English and the students preferred to use English instead of Persian while studying those terms.

In contrast to the perceptions and attitudes of the learners about FC courses, Khan (2000) evaluated the English foundation courses offered at the University of Dhaka and found that the students were eager to learn English as it helps them getting good jobs like BCS (Bangladesh Civil Service) and communicating with the outer world. Likewise, they opined the existing courses do not fulfill their needs as listening and speaking skills are not focused properly. Therefore, suggestions were made at the end to revise and develop the courses measuring their needs. Similarly, evaluation of the EAP courses for the Pharmacy students in the University of Asia Pacific (UAP) was carried out by Chowdhury and Haider (2012). They found that the EAP courses were inadequate in meeting up students' demands for both academic and professional purposes. Besides, they preferred reading, writing and speaking skills as more important than listening. Lastly, a recommendation was made for improving materials related to their core subjects. Correspondingly, an evaluation of three ELT course- books for the Thai university students was conducted by Wan-a-rom (2012) where he found that the wordlists provided in the course books were insufficient for their academic and professional usages. Therefore, he recommended revising and updating word lists for incidental learning.

The conducted researches revealed that learners hold a positive outlook for English courses and the ESP and FC courses offered to them are inadequate in fulfilling their needs and they were done on a limited scale focusing only on lexis, a specific course like pharmacy, mechanics, and the general university context. Neither of the above studies has focused on an engineering context. Thus, the researchers attempted to evaluate the effectiveness of the fundamental English language courses offered for the diploma learners in a public engineering university, Bangladesh.

METHODOLOGY OF THE RESEARCH

This extract is an overview of the research methodology employed in this study. Hence, various processes related to evaluation framework or checklist, nature of the research, population, sampling, methods of data collection, data analysis, and finally scope and limitations of the study have been addressed.

Evaluation Framework

The research is carried out based on the evaluation framework of Rahman et. al (2017) who conducted an investigation on the evaluation of the English language courses of Engineering universities in Bangladesh. Furthermore, a framework of Dr. Rubina Khan is also incorporated in this study. She did her research on the evaluation of fundamental English courses taught at Dhaka University. These two frameworks are adapted and modified to suit the purposes of the research.

Mixed-Method Research

The research has integrated both qualitative and quantitative methods of data collection. Thus, it will be a mixed-method (Qn-Ql) research. Bryman (1988) had duly addressed the methodological justification for it as it helped to get the benefit of the strong points of both the methods and to balance the weaknesses of each other. Under the qualitative approach, interviews and focus group discussion were used as tools for data collection whereas the survey questionnaire was used for data collection in the quantitative approach. Moreover; triangulations of both quantitative and qualitative data have been done to ensure the validity of the findings.

Population

Population refers to all the people to whom the survey's findings of the study are to be applied (Dornyei, 2010). As the English foundation courses (FC) are offered at the first and second semesters alternatively, the target populations of this research have been selected from the first and second-year diploma engineering students (650) of a public engineering university. The targeted population is 650 as every year these numbers of students are admitted for pursuing B.Sc degree and the FC courses are addressed to them.

Sampling

Dornyei (2010) referred samples are supposed to be the representative participants that are selected from a larger community or population. A number of 135 engineering students from the selected engineering university have randomly been chosen as the target samples of this study. The questionnaire was provided to 150 students of seven departments and 135 data was found fully filled up. Moreover, four English teachers were interviewed and a focus group discussion was also accomplished with 10 students in two groups, each containing 5, to triangulate the data.

Data Collection

First of all, quantitative data were collected from the engineering students through a questionnaire as "Questionnaire is relatively easy to construct, tremendously versatile and distinctively capable of gathering a huge amount of information quickly (Dornyei, 2010)." Quantitative data were collected from the interview and focus group discussion reports.

Data Analysis Techniques

The data have been analyzed using MS Excel and SPSS to measure the relative frequencies and percentages of the participants' opinions and quantified through Likert scale 1 for lowest to 5 for the highest score.

Scope & Limitations

The study can be experimented in other five engineering universities of Bangladesh to evaluate their fundamental English courses. The limitation of the study may be that it fully cannot be generalized for the whole country as it is conducted in an engineering setting.

FINDINGS AND DISCUSSIONS

This section of the research study is offered with the presentation and analysis of data through the portrayal of graphs and charts. The evaluation of the fundamental English courses is done based on the questionnaire survey, interview, and focus group discussion reports.

Learners' Perception about the Importance of Fundamental English Courses

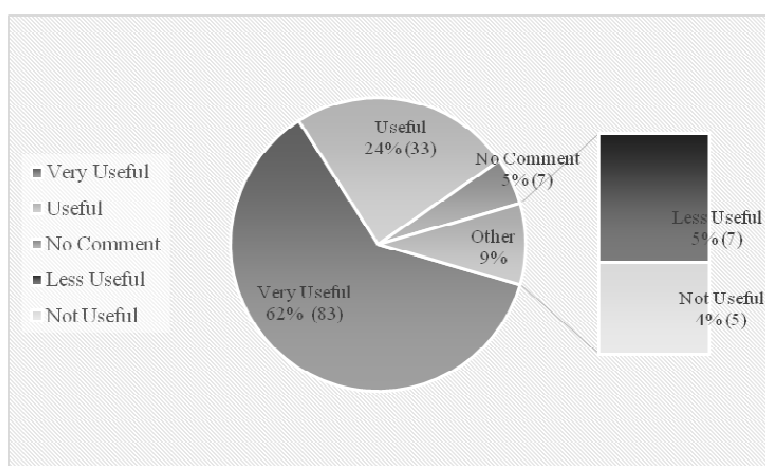


Figure 1: Learners' Perception about the Importance of Fundamental English Courses

Figure 1 shows the learners' perception of their Fundamental English (FC) Courses. Here, 86% students opined these courses are useful to develop their English language proficiency though a meager (9%) consider that these courses are not that much helpful to make them enough competent in learning the English language according to their needs. Therefore, the study implies that almost all of the engineering students are positive and intrinsically motivated to learn English.

The teachers' interview also revealed that the English courses are very relevant for the engineering learners as the courses help them to communicate with their teachers, peers, classmates, and colleagues both in academic and workplace contexts. Moreover, to face a job interview, the knowledge, and proficiency of the English language is essential for them. Similarly, the focus group discussion also reported the same degree of importance about the necessity of their fundamental English courses.

Learners' Perception about their Prioritized Needs of English Language

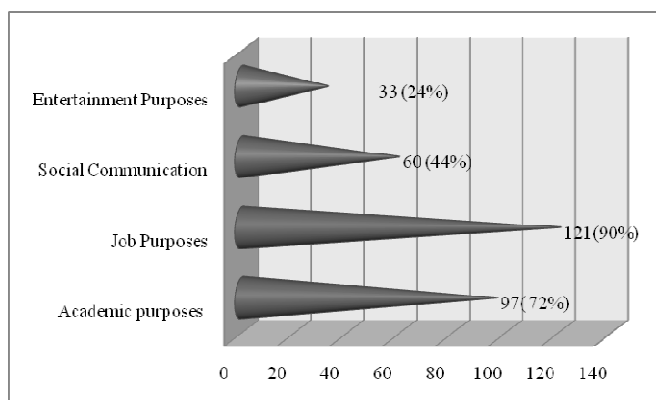


Figure 2: Learners' Perception about their Specific Needs of English

Figure 2 exposes the participants' perception about their specific needs of English. At this point, 90% students opined that they need to learn English mainly to get desired jobs whereas 72% need the FC courses to serve their academic purposes as all the core courses are in English. Moreover, 44% and 24% of subjects demonstrated that they are also interested in these courses for social and entertainment purposes respectively. Thus, it is evident that the students are eager to learn the English FC courses mainly to have prospective jobs and sound academic result.

Although the students think that they are interested in learning the English language mainly for job requirements, the teachers expressed that their first priority of learning needs could be the academic ones as academic achievement may help them master those English language skills that will be required for preferred jobs. Besides, the other needs are to be prioritized to make them efficient in practical communication. Similarly, the focus group discussions were also found in alignments with the teachers' perception about their needs of the English language.

Learners' Perception about their Needs of English LSRW Skills

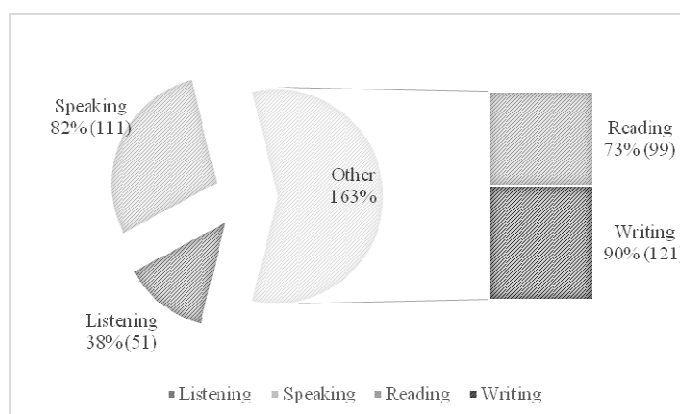


Figure 3: Learners' Perception about their Needs of LSRW Skills

The engineering learners were asked to prioritize the English language skills and 90% students exposed writing as the topmost prioritized skill and 82% samples opined speaking is the second most important skill as they need it for communicative purposes. Likewise, 73% and 38% participants revealed that reading and listening are their third and fourth-ranked skills in terms of importance. Hence, the study found writing and speaking are their expected skills to be mastered as these skills are prerequisite to doing well both in academic and job sectors.

Although all the skills are of similar importance to the teachers, the interview and focus group discussion reports showed that reading, writing, and speaking could be ranked sequentially according to their preference of needs. The teachers further more suggested listening skill should be focused as it can help improve speaking skill.

Learners' Perception on the Existing English Courses

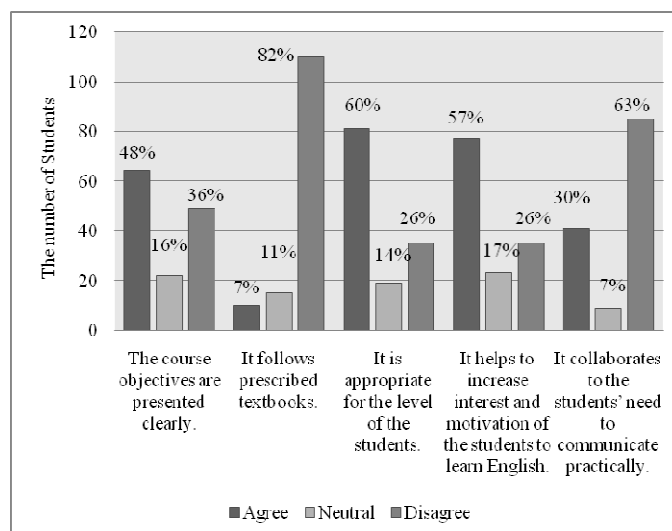


Figure 4: Learners' Perception on the Existing English Courses

Figure 4 illustrates the engineering learners' perceptions on their existing English courses where 82% samples disagreed that they have any prescribed textbooks for the English fundamental courses. Correspondingly, 63% observant exposed that the courses are not much helpful to communicate practically as the number and duration of classes are very much limited in scope to practice English in fulfilling their needs. On the contrary, 60% subjects agreed that the courses are up to their level and 57% participants believe the courses motivate them to learn English effectively though 26% subjects disagreed with this statement. Besides, 48% of participants agreed that the course objectives are clearly stated even though 36% samples did not think that. Thus, the research explores that their course objectives are clearly stated and the contents are appropriate for their level which made them feel interested in the FC courses. Contrastively, as they do not have any engineering English textbooks and practical sessions are limited, they cannot learn and communicate with others effectively.

The teachers' interview further reported that participant teachers moderately believed that the courses are designed keeping in mind their level and the course objectives, the learning outcomes, and the graded contents are all presented clearly at the very beginning of their semester though 36% samples disagreed and 16% remained neutral about the providence of course outlines. The teachers justified students' statement that the students generally do not go through the course outlines and are not familiar with those above-mentioned terms. 57% samples agreed that the courses increase their motivation and the teachers also agreed to some extent with the students' opinion. Another 43% participants disagreed and remained neutral respectively as they significantly lack motivation in non-engineering courses, especially in English courses. Their motivation is totally in their core courses and for that reason; they sometimes lose interest in non-departmental courses. Moreover, the teachers agreed with the students' opinion that their English courses do not follow any prescribed textbooks though 18% showed agreement and neutral scale together here as they failed to differentiate between text books and reference books. Though 30% samples agreed that the English courses help them

communicate practically, 63% disagreed with the statement. However, the teachers' interview showed the root cause of their wrong perception. According to the language teachers' classroom experiences, the students do not have the potential to connect their language skills to their real-life needs as most of them want to pass the final examination only. Hence, they significantly fail to recognize the long-term objectives explicitly stated in the language curriculum.

The focus group report revealed that the courses follow the clearly stated objectives and motivate them to learn English as the contents are up to their level. They also verified that the courses to some extent help them to communicate practically as there is a lack of facility to practice English and there are no prescribed textbooks in English for guidelines.

Learners' Perception about the Contents and Teaching Criteria

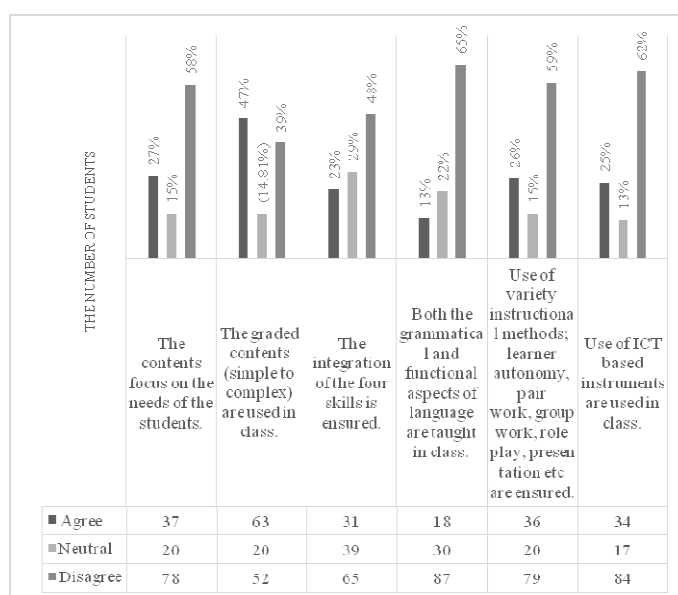


Figure 5: Learners' Perception about the Contents and Teaching Criteria

Figure 5 presents the frequency of the students' perception about the contents and teaching criteria. Here, 65% participants reported that both the grammatical and functional aspects of language are not conducted in their classrooms. Similarly, 62% samples rarely experienced the use of ICT based instruments. Moreover, 59% learners revealed that various instructional methods are not ensured in all language classrooms. Likewise, 58% samples told that the courses do not meet their needs and 48% participants disagreed on the integration of the four skills in English classes. In contrast, 47% participants expressed their positive perception in using the graded contents in English classes. Above all, they reported that their FC courses do not integrate and ensure the four skills, different methods, ample ICT facilities, and both grammatical and functional English. Therefore, their ESP needs are partially met.

The teachers believed that the offered language courses are very limited in scope and hence they are unable to satisfy the students' extensive needs. Besides, they agreed to some extent with the students' perceptions that they meet their needs partially. Though 39% and 15% participants showed disagreement and neutral scale in using graded contents in classrooms, teachers exposed that they use sequence and gradation in introducing the contents in class. Teachers also revealed that some courses are blended like English and Economics with 1.5 credits each. Therefore, the teachers get limited class time to focus on both aspects of language. Besides, within the methodological procedures, teachers also agreed with the students' opinion on the absence of the use of various instructional methods as mostly in one class, there

remain approximately 60-65 students in each class and the class duration is only 50 minutes. Teachers again agreed with the participants' opinion on the absence of the use of ICT based instruments. However, only the English language lab classes are conducted using multimedia.

The focus group report exposed that the use of ICT, functional and structural aspects of language, integration of four language skills, and various methods are ensured in only English lab classes, not in theory classes. Graded materials are also ensured. Besides, their needs are partially fulfilled as the number and duration of classes are very limited.

Learners' Perceptions about the Pedagogic Context

The bar graph highlights the learners' perceptions about the study and learning context where 64% participants agreed on the usefulness of the practical exercises and lab classes in English to communicate effectively in different social situations. Contrastively, 61% disagreed on the suitability of the class size and the duration of the English classes for them as only 50 minutes theory class is not effective to reach to all the students individually. Again, 46% observant disagreed on the use of diverse materials in classrooms to bring their motivation; hence, the class materials lack variety. Besides, 59% samples exposed that the teachers contextualize culturally sensitive materials in classrooms. Surprisingly, an equally conflicting opinion is reflected in the usage of contextualized resources where 37% students agreed that teachers contextualize the examples whereas 41% disagreed with that view. Briefly, they opined that culturally contextualized and diverse materials, as well as practical lab classes, help them much to learn English. Besides, they reported class size and duration are not appropriate for them.

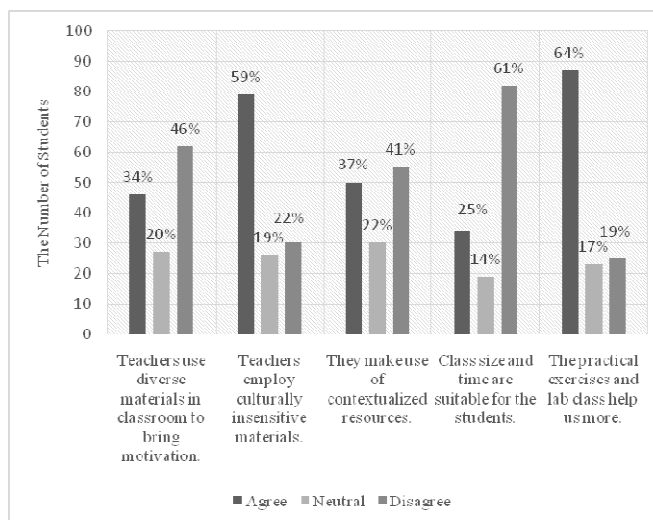


Figure 6: Learners' Perceptions about the Pedagogic Context

Here, students' perceptions were mostly reciprocated in the teachers' opinion. Contrastively, students' (46%) opinion over the use of diverse teaching materials was in sharp contrast with that of teachers' opinion as they use different materials both in theory and lab classes, extensively in lab classes. The focus group findings revealed that teachers use various materials. Moreover, the findings suggested almost the same proportion for both positive and negative scales in bar number 3 due to their failure to recognize the concept of 'contextualized resources'. This finding was supported by all the three samples.

Learners' Perception about the Resources and Administration

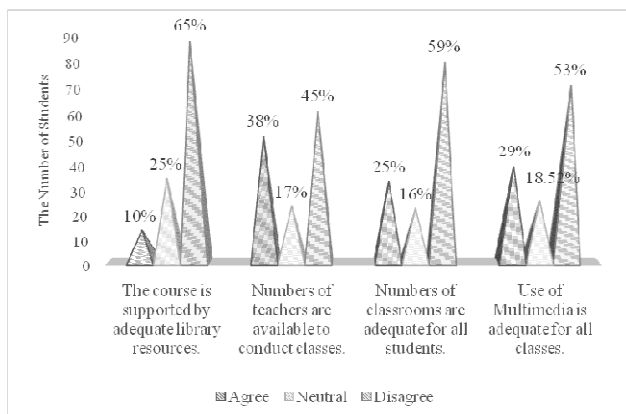


Figure 7: Learners' Perception on Resources and Administration

Figure 7 is the representation of the participants' questionnaire findings on the resources and administrative facilities. At this juncture, 65% students told that they do not have adequate library resources to study the English contents and 59% subjects claimed over the insufficient classrooms to conduct English classes. Likewise, 53% observant expressed that all classrooms are not sufficiently multimedia facilitated, though 29% samples rejected this view. Yet again, 38% participants revealed that the numbers of English teachers are available to conduct the English classes but 45% disregard that statement. Besides, the neutral scale in all the four bars also significantly correspond to the disagreement view of the students. Therefore, students opined that numbers of teachers and classrooms, multimedia and library facilities are not up to their scratch.

Teachers disagreed with the students' opinions on the availability of books because all those language learning resources are available in the reference section not in the renting section. Teachers again reflected that the numbers of teachers are not available as they have to conduct variable proportions of teaching loads to fulfill the requirements of various departments. Similarly, teachers further disagreed with the statement on the scarcity of classrooms as this situation no longer exists and the focus group reports say so. Both the teachers and the focus group reports suggested that multimedia facilities are available in the lab but not in all theory classes.

Learners' Perception on Feedback and Assessment Criteria

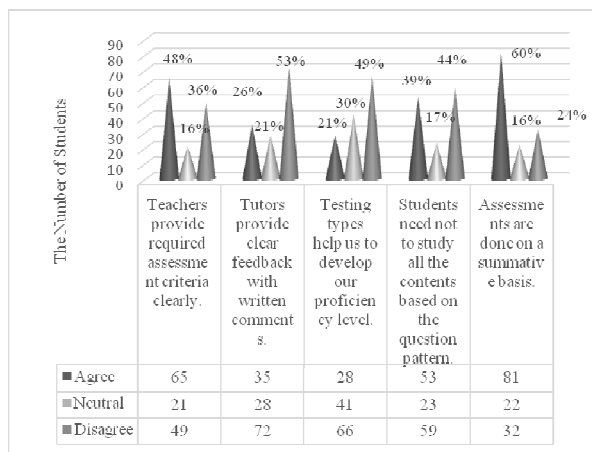


Figure 8: Learners' Perception on Feedback and Assessment Criteria

In figure 8, 60% sample expressed their dissatisfaction on the existing assessment system as they are tested by mainly the final examinations where 70% mark is allocated. Besides, the class tests comprise only 20% marks which suggest formative assessment is not practiced here to test their English proficiency. Similarly, 53% participants reported that they do not get written feedback from their teachers although 26% of students disagreed and 21% scaled neutral about this statement. Similarly, 49% students told that the testing types do not really help them to achieve communicative competence. Contrastively 48% subjects opined that the teachers let them know the testing types and criteria beforehand. Finally, a parallel opinion is found in bar number 4 where 39% samples agreed that they do not need to study all the contents in English for the final examination and 44% disagreed this view. To sum up, the participants really lack written feedback and formative assessment that impede their development in attaining English language proficiency.

Although a good number of participants disagreed (36%) that teachers provide assessment criteria, the majority teachers claim that more or less they provide these criteria at the beginning of the course. The focus group report also reported the same thing. Interview with teachers revealed that teachers are not able to provide written feedback for all the students in a large class with only 50 minutes but they ensure individual feedback in lab class. The focus group discussion reports also support the same finding. In case of item 3, teachers claim the various advantages of using versatile test types, although 49% and 30% samples fail to realize that due to their word limits and inability to differentiate among different types of testing procedures and advantages. The focus group suggested that the testing types help improve writing and reading skills. Again, both the teachers and focus group disagreed that the students need not study all the contents for the final examinations that in a way support formative assessment. Finally, teachers and focus group reports suggested that assessment include summative format, not the formative one.

RECOMMENDATION

The study found that the diploma engineering students are encouraged to learn the FC courses. Besides, their perception of the existing FC courses in terms of the contents, materials, textbooks, methodologies, and assessment is not satisfactory as they partially meet their expected needs. Therefore, based on the findings from the questionnaire, interview, and focus group reports, some recommendations are made to support their opinions and views. First of all, an engineering English textbook needs to be introduced to provide them proper outline about the sequential English contents and materials. The number and duration of the English classes need to be increased and more than one English course should have to be offered in their third or fourth academic year. The classroom should have to be conducted on a small scale comprising not more than 30 students that would help the teachers to give proper written feedback and practice the functional aspect of language that will ensure communicative competence. Besides, various teaching strategies, methods, and approaches should have to be employed in English classrooms to reach to all the learners that would ensure student-centered classrooms, learner autonomy, and individual learner differences. As a result, the students would be interactive and engaging in classrooms. Moreover, both the structural and functional aspect of language and the integration of the four skills should have to be ensured equally to make them competent in all skills. The students also opined they need at least ten presentation classes in each semester that would not hold any marks. This could be practiced to make the proficient orally. The use of ICT like Google classroom and adequate multimedia based classrooms need to be introduced and practiced. Finally, formative assessment should be addressed soon to lessen the students' pressure, lower their affective filter and finally, motivate them to learn English intrinsically.

CONCLUSIONS

The study revealed that the engineering students hold a positive attitude and are both intrinsically and extrinsically motivated to learn English fundamental courses for their personal improvement, academic and job purposes as learning a foreign language like English will help the future engineers use worldwide data networks effectively and communicate with their partners on a global scale (Gömleksiz, 2007). It is explored by the findings that though the learners felt an ardent need to learn English, their ESP needs are partially met by the existing English courses. Therefore, the students suggested there is a need for small classrooms, increased number of classes, English textbooks, ICT facilitated classrooms, segmented assessments, variation in activities and materials. Moreover, it cannot be denied that it is hardly possible for the English teachers to enact all these issues within the limited timeframe as it needs infrastructural supports from authority. Consequently, the English fundamental courses need to be evaluated, modified and updated as it is an intrinsic part of the teaching-learning system (Khan, 2000) incorporating the findings and recommendations that will ensure the students' needs, ESP syllabus, and finally a need-based curriculum for the diploma engineering students.

REFERENCES

1. Bryman, Alan. (1988). *Quantity and quality in social research*. Boston: Unwin Hyman Ltd.
2. Cai, Y. H. (2005). *Experience and exploration of constructing the system of teaching evaluation*. *China University Teaching*, 3, 48–49.
3. Chostelidou, D. (2010). *A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs*. *Procedia-Social and Behavioral Sciences*, 2(2), 4507-4512.
4. Chowdhury, T., & Haider, M. (2012). *A Need-based Evaluation of the EAP Courses for the Pharmacy Students in the University of Asia Pacific (UAP), Bangladesh*. *Asian Social Science*, 8(15). doi: 10.5539/ass.v8n15p93
5. Clement, A., & Murugavel, T. (2015). *English for Employability: A Case Study of the*
6. *English Language Training Need Analysis for Engineering Students in India*. *English language teaching*, 8(2), 116-125
7. Dickins, P.R., & Germaine, K. (1992). *Language Teaching: evaluation*. Oxford University Press.
8. Kainth, M. K., & Kumar, M. *Teaching English Language At Engineering And Technology Institutes In India: Problems And Remedies*.
9. Dornyei, Z. (2010). *Research Methods in Applied Linguistics*. Oxford University Press.
10. Fletcher, P. J., Spranger, M., Hendee, J. C., Li, Y., Clark, M., & Kiker, G. A. (2015). *Decision tools for coral reef managers: Using participatory decision support to integrate potential climate impacts and informed decision making*. *Global Ecology and Conservation*, 4, 491-504.
11. Gömleksiz, M. (2007). *Effectiveness of cooperative learning (jigsaw II) method in teaching English as a foreign language to engineering students (Case of Firat University, Turkey)*. *European Journal of Engineering Education*, 32(5), 613-625. doi: 10.1080/03043790701433343
12. Herve. (2009). *The importance of English for engineering students*. Blog.nus. Retrieved From <https://blog.nus.edu.sg/e10alpha/2009/11/08/the-importance-of-english-for-engineering-students/>

13. Hussein Hatam, A., & Shafiei, S. (2012). *The Evaluation of the Effectiveness of ESP Courses in Enhancing Technical Translation Proficiency: A Case Study of ESP Course for Mechanical Engineering Students*. *English Language Teaching*, 5(5). doi:10.5539/elt.v5n5p68
14. Archana, S., & Usha Rani, K. (2017). *Role of a teacher in English language teaching (ELT)*. *International Journal of Educational Science and Research (IJESR)*, 7(1), 1-4.
15. Ibrahim, A. S. E. M. (2016). *ESP Needs Analysis: A Case Study of PEH Students, University of Khartoum*. *Sino-US English Teaching*, 13(12), 905-923.
16. Khan, R. (2000). *The English foundation course at Dhaka University: An evaluation*. *The Dhaka University Studies*, 77-110.
17. Lei, M. (2005). *Method and strategies of improving quality of teaching evaluation by students*. *Higher Education Exploration*, 1, 54-57.
18. Midoul, M. C. (2013). *Needs analysis of engineering students at ENSAM*. (Master thesis). Moulay Ismail University, Morocco.
19. Olds, B., Moskal, B., & Miller, R. (2005). *Assessment in Engineering Education: Evolution, Approaches and Future Collaborations*. *Journal Of Engineering Education*, 94(1), 13-25. doi: 10.1002/j.2168-9830.2005.tb00826.x
20. Patil, M. R. (2014). *Importance of English communication for engineering students from rural areas and its remedies*. *IOSR Journal of Mechanical and Civil Engineering (IOSR-JMCE)*, pp. 35-36, www.iosrjournals.org.
21. Pendergrass, N., Kowalczyk, R., Dowd, J., Laoulache, R., Nelles, W., Golen, J., & Fowler, E. (2001). *Improving First-Year Engineering Education**. *Journal of Engineering Education*, 90(1), 33-41. doi: 10.1002/j.2168-9830.2001.tb00564.x
22. Pritchard, R., & Nasr, A. (2004). *Improving reading performance among Egyptian engineering students: principles and practice*. *English for Specific Purposes*, 23(4), 425-445. doi: 10.1016/j.esp.2004.01.002
23. Qasemi, A. S. (2015). *An Investigation of English Language Needs of Engineering Undergraduates at Jawzjan University*. *In Proceedings*
24. Rahman, M., Hussain, N., & Uddin, K. (2017). *Evaluating English Language Courses of Engineering Universities in Bangladesh: Insiders' Perceptions*. *NAEM Journal*, 12:24, 113-123.
25. Riemer, M. J. (2002). *English and communication skills for the global engineer*. *Global J. of Engg. Educ.*, 6(1), 91-100.
26. Singh, M. K. M. (2014). *Undergraduates' perception of the English language proficiency courses at tertiary level*. *International Journal of Humanities and Social Science*, 4(12), 185-190.
27. Wan-a-rom, U. (2012). *Lexical Evaluation of Teacher-made Coursebooks: Thai Case Studies of Foundation English Courses at Tertiary Level*. *English Language Teaching*, 5(8). doi: 10.5539/elt.v5n8p146
28. Weir, C. J., & Roberts, J. (1994). *Evaluation in ELT*. Oxford: Blackwell Publishers.
29. Wolfer, T. A., & Johnson, M. M. (2003). *Re-evaluating student evaluation of teaching: The teaching evaluation form*. *Journal of Social Work Education*, 39(1), 111-121.
30. Yang, J., & Nie, J. (2010). *Evaluation of teaching quality in class a misconception in actual college work*. *Development and Assessment of Higher Education*, 26(1), 15-20.

APPENDICES

Questionnaire for the Students

PART A: General Questions about the Courses

1. What is your perception about the fundamental English courses for the engineering students?

A. very useful	B. useful	C. No comment	D. less useful	E. not useful
----------------	-----------	---------------	----------------	---------------

2. Why do you want to learn the English Fundamental Courses?

- Academic Purposes
- Job Purposes
- Social Communication
- Entertainment Purposes

3. The skills I think need to be focused in your English Fundamental Courses most.

- Listening
- Speaking
- Reading
- Writing

PART B: Evaluation of the Fundamental English Courses

Category 1: Learners' Perception on the Courses

Please put a tick mark (✓) on any of the following options.

I	The course objectives are presented clearly.	Strongly Agree (5)	Agree (4)	No Idea (3)	Disagree (2)	Strongly Disagree (1)
II	It follows prescribed textbooks.					
III	It is appropriate for the level of students.					
IV	It helps to increase interest and motivation of the students to learn English.					
V	It collaborates to the students' need to communicate practically.					

Category 2: Learners' Perception about the Contents and Teaching Criteria

I	The contents focus on the needs of the students.	(5)	(4)	(3)	(2)	(1)
II	The graded contents (simple to complex) are used in class.					
III	The integration of the four skills is ensured.					
IV	Both the grammatical and functional aspects of language are taught in class.					
V	Use of variety instructional methods; learner autonomy, pair work, group work, role play, presentation etc are ensured.					
VI	Use of ICT based instruments are used in class.					

Category 3: Learners' Perception about the Pedagogic Contexts

I	Teachers use diverse materials in classroom to bring motivation.	(5)	(4)	(3)	(2)	(1)
II	Teachers employ culturally insensitive materials.					
III	They make use of contextualized resources.					
IV	Class size and time are suitable for the students.					
V	The practical exercises and lab class help us more.					

Category 4: Learners' Perception about the Feedback and Assessment Criteria

I	Tutors provide clear feedback with written comments.	(5)	(4)	(3)	(2)	(1)
II	Testing types help us to develop our proficiency level.					
III	Students need not to study all the contents based on the question pattern.					
IV	Assessments are done on a summative basis.					

Category 5: Learners' Perception on Resources and Administration

I	The course is supported by adequate library resources.	(5)	(4)	(3)	(2)	(1)
II	Numbers of teachers are available to conduct classes.					
III	Numbers of classrooms are adequate for all students.					
IV	Use of Multimedia is adequate for all classes.					

Interview Questions for the Teachers

1. To what extent do you think that the English courses are useful for them?
2. What are the ESP needs of your students?
3. Which skills do you think need to be focused in their existing syllabus?
4. What are your opinion about the Existing English courses, teaching criteria, the pedagogic contexts, feedback process and finally the assessment criteria?
5. What recommendations would you suggest for them?

Focus Group Discussion Questions for the Students

1. To what extent do you think that the English courses are useful for you? Why are they important?
2. What are your ESP needs?
3. Which skills do you think need to be focused in your existing English syllabus?
4. What are your perception about the existing English courses, teaching criteria, the pedagogic contexts, feedback process, and finally the assessment criteria?
5. What recommendations would you suggest for to make the course fruitful?

